



THE NORTHWESTERN UNIVERSITY

Reviewing Stand

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What Makes A Good Employee?

A radio discussion over WGN and the Mutual Broadcasting System

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What Makes A Good Employee?

MR. MCBURNEY: Our speakers today are Laverne N. LaSeau, Director of Employee Research with the General Motors Corporation; Miss Donelda Schaible, Personnel Director for the Washington National Life Insurance Company; and Albert C. Van Dusen, Professor of Psychology and Assistant to the President at Northwestern University.

I suggest we begin directly with our question, if we may — "What makes a good employee?" How would you answer that, Van Dusen?

MR. VAN DUSEN: I would say a good employee is one who readily assumes responsibility and produces. The exceptional employee can, in addition, tell the boss what he ought to know and still keep him happy.

MR. MCBURNEY: Miss Schaible, how do you answer this question?

'Two Sets of Qualities'

MISS SCHAIBLE: I feel job success is dependent upon two distinct sets of qualities: first of all, the individual's vocational equipment, what he can do, his intelligence, aptitude, skills and training; and secondly, his personality makeup, which covers his adjustment and his motivation. As long as those two sets of qualities meet the requirements of the job, I feel that individual would be a good employee.

MR. MCBURNEY: Do you go along with that analysis, LaSeau?

MR. LASEAU: I do. In fact, I think it might be summed up by saying that a good individual makes a good employee. In other words, being employed is just the working part of any person's life, and if he is a good individual to start with, he'll make a good employee.

MR. MCBURNEY: Well, let's see if we can spell out some of these characteristics of a good employee more specifically.

I know a good many people emphasize the ability to get along with peo-

ple as an important characteristic. What do you say to that, Miss Schaible?

MISS SCHAIBLE: You are absolutely right, McBurney. Getting along with people is actually the most important single factor which determines who gets the job and who is a success on the job. I know of no job in business or industry today which leaves the individual entirely alone. In other words, there are no glass cages. An employee works with and through people. But in order to get along with people, you actually have to understand them, and to understand people is to know how to treat them so as to secure the response and results we want.

MR. LASEAU: I believe that some people feel — in relation to the remarks you have just made, Miss Schaible — that there are jobs in some of our factories where a person is practically in a glass cage. He might not have a cage around him, but he works almost alone.

However, it is interesting to take a look at some of the results we had from a survey made about six months ago, where we asked the employee, "From your point of view, what qualities are most important in a good employee?" Second on the list he placed "Be friendly, cooperative." Forty-one per cent of the employees mentioned that as a requisite.

Differences in Viewpoints

MR. VAN DUSEN: In other words, most of the difficulty people have in large organizations is not due to lack of technical skills but rather to their inability to understand and get along with one another. We rarely find that people are fired or quit their jobs because of the nature of the task involved, but rather because of differences in viewpoints with fellow employees or their bosses.

MISS SCHAIBLE: We have found from our experience in Washington

National that there is no amount of skill in speaking or writing that will offset the lack of honesty and sincerity and courtesy in the personal relationships of everyday living, and that no amount of discipline in the three R's will compensate for indifference and irresponsibility on the job.

MR. McBURNEY: You made some reference to skill in speaking and writing. Peter F. Drucker, writing in the May issue of *Fortune Magazine*, emphasizes those qualities when he says, "The one basic skill in a good employee is the ability to organize and express ideas in writing and in speaking." Do you think he over-emphasizes that, LaSeau?

MR. LaSEAU: No, I don't. As a matter of fact, our recent studies have brought me to the conclusion that our schools should start much earlier in emphasizing, even to young children, (I have tried it on my own, and find it works) the importance of being able to express themselves and to be able to use language.

When I took grammar and literature in school, I couldn't see any sense in it, and I think most children can't, but if they will look at it as the only tools with which they will be able to think and convey their thoughts to others, they will begin to get some idea of the importance of it.

'Learn to Listen'

MR. VAN DUSEN: One of the things that I'd like to add to that, LaSeau — and I think it is an integral part of the total area of communications — is that in addition to the fine art of being able to write and speak well, there is the very important art of learning how to listen. I think that along with teaching children early how to write and how to speak, we parents might do a better job of teaching a little bit about how to listen effectively, too.

MISS SCHAIBLE: Isn't life itself actually — Van Dusen — a matter of salesmanship? In other words, all the time, employees are selling something — their talent or knowledge or ability.

Within our own organization we have a considerable amount of correspondence with our policy owners throughout the country. It is there-

fore necessary that the letters which are written convey the thoughts and ideas that we wish them to convey. The ten minutes' spoken presentation to a committee meeting in our office, or the inter-off memorandums, are all extremely important in selling and conveying ideas. Consequently, the ability to express one's self is really the most important of all the skills I feel a man can possess.

MR. McBURNEY: We have been emphasizing this capacity of the employee to get along with people, and the importance of communications in achieving good relationships with others. I think you said when you made that survey in General Motors, LaSeau, that the employees themselves listed that as second. What did they put first?

Responsibility

MR. LaSEAU: "Be responsible. Work efficiently and know your job." Fifty-three per cent of the people mentioned that.

MR. McBURNEY: Would you go along with that as a first requisite of a good employee?

MR. LaSEAU: Well, at least from the employee's viewpoint, it looks that way.

We also made another survey of the foremen, and asked them what was the most important characteristic of an employee, and they listed first "the right attitude toward the job."

MR. VAN DUSEN: I think there are an awful lot of needs that have to be satisfied if an individual is going to be effective, no matter where he finds himself. We have discovered in some of our surveys that employees most often mention as important to them the feeling that they get a square deal from the company, that their prospects for a satisfactory future are good, and that they realize that the company knows what their classifications are and that they are getting along all right, and that they have a chance of making some progress.

Satisfaction of these desires and many others stressed by employees depends largely upon satisfactory relations with their supervisors, of course; but a factor that we have

noticed which is often overlooked on the part of the employee is that the supervisor is human, too. He too needs to feel that he is being understood and appreciated. If the boss feels that way, he usually gets along well with his employees.

Thus, to me, a good employee is one who tries to understand his boss, just about as much as he wants his boss to understand him.

MISS SCHAIBLE: Were you saying then, Van Dusen, that every employee should make a point of encouraging the supervisor, of letting him know that he has done a good job, and of being of real assistance to him?

MR. VAN DUSEN: Yes; I think a real switch might be to give a pat on the back to the supervisor occasionally.

You have mentioned this business of getting back into the earlier stages of development, LaSeau, in some of these things, for all of us who are bound to become future employees. One of the things that I have noticed on the part of the school systems is that by and large, the teachers have done a pretty fair job of letting the child know when he is getting ahead and when he has done a nice job, but sometimes I have a feeling that we parents have slipped up in not convincing our children that they should let the teacher know occasionally when the teacher has done a nice job.

Apple Polishing?

MR. McBURNEY: That sounds an awful lot like what our students in the University call "polishing the apple," Van Dusen, or taking a nice, glossy apple to the teacher. Maybe that is smart operation. [Laughter]

MR. VAN DUSEN: Well, of course, I would not subscribe to the negative aspects of polishing the apple, but I do believe that recognition of virtues where a good job has been done is an aid to anybody.

MR. McBURNEY: Let's pursue this business of the relations between employee and boss just a little bit. How would you describe that relationship? What is an ideal relationship between the worker and his boss? Do you think he ought to be able to make

suggestions to the boss, to talk with him? Or how much of a wall should exist between them?

MR. LaSEAU: No wall at all, if possible, for the best type of operation. The employee should understand his job, and he should feel free to discuss with the boss anything which applies to it and which might have an important bearing on the work, or how well it is done. The good supervisor is one who encourages that type of understanding and attitude on the part of the employee.

I believe that at any level, unless the individual understands his job and his relationship to the whole organization, he does not tend to do a good job, but if he does understand it, then he moves up, as he becomes a supervisor and superintendent and so on, he always has a proper understanding of every man's relationship to the job.

MR. McBURNEY: Of course, I suspect we have a lot of employees listening to us who can think of a good many things they would like to tell their bosses which wouldn't bear expression in a public broadcast.

'Keep Employer Informed'

MR. VAN DUSEN: Of course, I think that is getting very close to one of the big challenges for psychological research, particularly in large organizations. I think it is a fact that any of us would much prefer hearing the things that we would like to hear than to hear unpleasant things, yet a responsible employee senses the responsibility all the while of keeping his employer informed about conditions, whether they are good or bad. Along with that, of course, goes the responsibility — if he wants to maintain good relations and keep his job — of conveying the information to his boss in such a way that he doesn't appear as a threat to the boss, and in such a way that the boss understands he has nothing personal against him, that there is no personal threat involved.

MISS SCHAIBLE: I have found there is real danger, particularly among younger supervisors, of becoming too friendly with their employees. I'm speaking now in terms of women.

Say you have a young supervisor, in her twenties, with employees working under her who are in their late teens or early twenties, in other words, close to her own age. In that particular situation it seems to me that a supervisor must watch very carefully where the line is drawn. In other words, in my estimation, she is not able to be a real chum or real friend of that employee. That has been a problem which has come up many times in my own experience, where I have found that a younger supervisor will become overly friendly with the employees working under her.

MR. McBURNEY: Van Dusen, what do you think of that?

MR. VAN DUSEN: I think she's right. I think the important thing, of course, is to operate honestly, to show that you are interested in the people you are associated with, and when they get the feeling that you are willing to listen to them, I don't think it's necessary to extend fraternalism to the nth degree. If they know that they have an ear to which they can turn for any problems they have, I believe that a lot of relationships that may seem difficult can be ironed out fairly easily.

'Understand the Job'

MR. LaSEAU: I believe this all revolves around the same thing I just mentioned, and that is that each man should understand his job.

I know your situation is true, Miss Schaible, among women. You do have difficulty at times, particularly with women supervisors . . .

MR. McBURNEY: You're getting on touchy ground now, Mr. LaSeau, but go ahead. [Laughter]

MR. LaSEAU: But it does go back to the same thing which applies to men, too. You find the same thing. . . .

MR. McBURNEY: Now, that's safer. [Laughter]

MR. LaSEAU: Some men and some women cannot supervise if they become friendly with the people they supervise, but there are plenty — and you have probably known them in your acquaintance, either in the Army

or out of the Army, or elsewhere — who can be friendly with a group of men who work for them and then the next morning, on the job, it's work and it's business, and no one would think of transgressing the usual organization structure on the basis of a friendship.

MR. McBURNEY: There is one facet of this relationship between the employer and employee that I should like to emphasize, if I may, in this connection. I have a feeling that a person working for a concern, be it big or little, has a responsibility to be loyal to that concern, to support its policies. Now, he can be constructively critical within the family, but it would seem to me that in working for a concern, he has a responsibility to support it, to be loyal to it, to be a good public relations man for that concern. If he can't do that, I think he ought to look for another job.

'Think in Terms of "We"'

MR. VAN DUSEN: I agree with that a hundred per cent. I think when you reach the stage of the game when you can no longer support wholeheartedly the organization and think in terms of "we" — that is, that the employee sees the organization as part of himself and he as a part of the organization — if the employee ever gets to the point where he is referring to that very vague "They do this" or "They do the other," I think he had better re-examine his own relationship to the company, and if he cannot be one hundred per cent loyal to the institution, it's time he quit.

MR. McBURNEY: And there are times when a man should quit?

MR. VAN DUSEN: Certainly.

MISS SCHAIBLE: Actually, by maintaining the spirit of loyalty to others, an employee becomes, in reality, loyal to himself.

MR. McBURNEY: Now I wanted to ask you, Miss Schaible, whether or not a good employee (we have emphasized the importance of assuming responsibility, and your men put that on top, Mr. LaSeau) is a person who can assume responsibility?

I am inclined to agree with your men, LaSeau. I think the world is looking for men who can take a job and do it with a minimum of griping and a minimum of supervision. That kind of fellow is going to go places.

As an aspect of that — and this is my next question — do you think a good employee, Miss Schaible, is one who does more than the bare minimum, who goes beyond the minimum essentials, who gives attention to a few "plus" factors?

Pride and Loyalty

MISS SCHAIBLE: Very definitely, McBurney.

I would like to cite an example of a stenographer. Let's call her Susan. If her supervisors ask her to write a letter or type up a report, whatever it might be, she will do more than just type up that report or write that letter.

In some cases I have seen stenographers who will take down some dictation inaccurately, they will type up a letter, and it will not actually make sense. Now, a good employee will be one who will read over that letter very carefully, and if the letter isn't neat, if there are errors, she will be the first one to correct those errors and retype the letter. In other words, she wouldn't ask her supervisor to tell her where the mistakes are, or ask her if she wouldn't mind redoing the letter; she will have enough pride in her job and loyalty to the supervisor and the company to do it on her own and take that initiative to see that the work comes out accurately and properly.

MR. VAN DUSEN: I might add one other thing to that. Plenty of times, there is room for misunderstanding, especially in the dictation of letters. I certainly appreciate among members of my staff — when they have read over a letter and feel that there must be an error in it — when they come in on their own initiative and get it clarified then, rather than producing the letter in its final form, ready for signature, only to have it be done completely over.

MR. LaSEAU: I might add the words of a former boss of mine who was

probably the toughest man I ever worked for; he summed it up by saying that the most important quality in any employee was the capability of self-criticism.

MR. McBURNEY: I think that puts it pretty well.

MR. VAN DUSEN: It is always a pleasure to me when I find that a staff member, on his own initiative, has gone far beyond the minimum in order to do a more effective job, and I think that part of that ability comes from taking a look at yourself occasionally and examining what you are doing wrong.

MR. McBURNEY: Do you think an employer has any responsibility for the social and home life of an employee? Miss Schaible?

Balance in Living

MISS SCHAIBLE: I feel that we can't overemphasize, actually, the importance of a balance in our living. In other words, we need the joy of wholesome work and a happy home, time for play — usually a hobby — and time for church.

MR. McBURNEY: We all want those things, to be sure, but is that the employer's responsibility?

MISS SCHAIBLE: I believe it is, very definitely, to a certain extent. In other words, when some of our employees become emotionally upset on the job, they are not going to do a good job for us, and they are going to affect the people around them. Of course, it's a question of our supervisors' recognizing what those emotional upsets really mean, and digging in a little bit to find out if there is anything that he or the company might do to assist them.

Right now I'm thinking of a girl who came to us from out of the city. She didn't know anyone in the area. She became emotionally upset in not making friends, and in finding it very difficult to find a place to live, and so forth. The most we can do is to assist her in becoming acquainted in the area, and give some guidance by means of bulletins and announcements throughout the office, and our bulletin boards. We feel that we are doing a

real service for that employee in helping her adjust to the job and to the community.

We like to have them feel that our door is wide open, that they can talk to their supervisors or come down to the personnel office and get advice or help or assistance, depending upon what their problems might be. But there is real danger. We don't want them to feel that we are running their lives, or to feel that we are prying into their own personal affairs.

MR. VAN DUSEN: I think there is an emphasis in General Motors, isn't there, that supervisors take on a certain amount of responsibility in that area?

'Free to Choose'

MR. LaSEAU: It has been our belief right along that that is definitely his responsibility. We do try to provide many services to help the employee — recreational and social types of service, information services — but they must be on an offered basis, and not on a prescribed basis, or anything administered to the employee, as it were. As long as he is free to choose whether he takes it or not, it's fine.

MR. McBURNEY: Do you think you have any responsibility for the kind of home in which an employee lives? Let's say he is having trouble finding a place to live. Let's say he has medical problems in his family, with a wife who is seriously ill, or sick children. These things may impair his work because of his worrying about that. Is that a concern of yours?

MR. LaSEAU: Obviously, we are not only concerned, but wherever we have situations where the local difficulties may be general, where there is a housing shortage, for instance, or where there is a situation in which the individual has difficulties that are a little hard for him to handle, we attempt to do what we can to help him. Wherever we move into a new community, we attempt to take into consideration what the housing difficulties will be. In any case, we feel that it is our responsibility to be of help if we are in a position to provide the kind of help that the employee can't get for himself.

MR. VAN DUSEN: I think more and more we are recognizing that people's lives are not isolated into compartments, such as home, work and recreation. When an employee is having problems at home, they are frequently reflected in his behavior on the job. Similarly, when the father comes home and takes it out on the wife or children, he is probably venting pressures that are built up during his day on the job.

'Family Situation Important'

In my observation, companies are increasingly recognizing the importance to them of a well-balanced life for their employees, especially at the supervisory level. Many of them are now screening the wife and family relations as well as the man himself before introducing him to a spot of responsibility. Many employers feel that it is to their own self-interest that they assume some responsibility for the employee's behavior off the job as well as on.

MR. McBURNEY: Don't you find a considerable number of employees who are on jobs that are not really challenging to them, where they are working considerably below their capacity, LaSeau? I should think that it would be awfully hard, to have a good employee — and that's what we are talking about — if he is stuck on a job that doesn't give him much of a chance.

MR. LaSEAU: Well, it's true you find people in those types of jobs, but don't forget that the individual employee, on the average, makes a pretty good adjustment, himself, to the various situations in his life, and that is true of his job, too.

Now, if he has accepted a job and stays on it, where the job does not strain his capabilities, it is because he likes what he gets from that job, and the job doesn't bother him enough or upset him enough to make him want to get a different job.

MR. McBURNEY: Of course, he's not always a completely free agent, you know. He may have made certain commitments in a community which more or less tie him to a job. It

seems to me an employer has a responsibility there as well.

I'm thinking of a fellow who is stuck in a corner, a man who really has abilities and potentialities which go unrecognized. You seem to think there aren't very many such people.

MR. LaSEAU: I say that there are some on those jobs, but they adjust to the job. Either their capabilities will be expressed on the job so that they won't be stuck in that job indefinitely or else they are satisfied to stay there and exert their creative abilities in other fields — in their homes, in their hobbies, in their workshops, or in bringing up their families. We find many of our employees who feel that their job is at the level they can handle well.

There is one thing we mustn't forget — some people have different values than we have. There is many an employee who understands well the responsibilities of our president's (Mr. Wilson) position, and wouldn't trade places with him if his salary went along with it, because the employee feels he wants to work at an easy pace.

Employee Selection

MISS SCHAIBLE: Aren't you getting down to the problem of employee selection? In other words, if an employee is properly placed on the job, then you shouldn't have some of those problems that you just brought up.

MR. LaSEAU: That's right, but in large industries and complicated setups it is difficult to do a hundred per cent placement job.

On the other hand, the individual is going to do part of that selection. He is going to choose the company he wants to work with and the job he wants to work on.

MR. McBURNEY: I was going to ask Van Dusen what kind of a job a person should look for. Do you think it is better for a man to work for himself or to work for somebody else?

MR. VAN DUSEN: Well, I think that's a matter that the individual has to decide for himself. As a matter of fact, in the article that you mentioned earlier—

MR. McBURNEY: Drucker's article in *Fortune*.

MR. VAN DUSEN: — he pointed out that a hundred years ago only one in five people were working for someone else; now it's the opposite way around. There are very few people who are really working on their own.

But I think that the individual has to decide himself, early, whether he is a lone wolf and wants to take the gamble and the risk and the responsibility that go with being on his own, or whether he would rather be a part of an organization.

I think there are plenty of people who would be extremely unhappy if they didn't have other people to depend upon to supply the leadership that is necessary for the successful operation of the business.

'Unlimited Opportunities'

MR. LaSEAU: I think one point should be made here. I believe there is much more opportunity in a large industry today, a large organization, than there ever was in the past for individuals on their own. The problems are more challenging, they are more varied, and the opportunity for tackling them in a large organization is unlimited.

MR. VAN DUSEN: Then you would differ with what Peter Drucker said about the lack of opportunity in large organizations?

MR. LaSEAU: Definitely.

MISS SCHAIBLE: How do you get across to your employees the fact that they are not lost in your organization?

MR. LaSEAU: Well, that is another problem of communications, and while the regular line of communications is the line of organization, where we try to encourage our supervisors to get these ideas across, we do have an information rack service today which offers, on a cafeteria basis, a great variety of booklets on all these things of interest to the employee, and the pickup rate that those booklets have enjoyed in the last three years is an indication that our employees are reading them and getting a lot of that information out of them.

MR. VAN DUSEN: I take it from what you say, LaSeau, that those

booklets contain information about opportunities within the large organization, about different kinds of jobs and different kinds of divisions. If an individual finds himself stuck in a division, with unhappy relations with his supervisor, doing the kind of thing that he doesn't like to do, there is still adequate opportunity for him to transfer within the organization — that is, assuming that he likes the general

atmosphere and attitude of top management.

MR. McBURNEY: Of course, isn't there something in the old saying that it's better to be a big frog in a little puddle?

MR. LaSEAU: It all depends on whether you're that type of a frog. . . .

ANNOUNCER: I'm sorry, but our time is up.

Suggested Reading

Compiled by William Huff,
and M. Helen Perkins, Reference Department,
Deering Library, Northwestern University.



BOWLER, EARL M. and DAWSON, FRANCES T. *Counseling Employees*. New York, Prentice-Hall, 1948.

Deals with the relationships between employees and supervisor, and the part good counseling can play in creating harmony.

CHASE, STUART. *Roads to Agreement; Successful Methods in the Science of Human Relations*. New York, Harper (1951).

A progress report on the accomplishments and studies of the human relations institutes and research centers in the United States.

HALSEY, GEORGE D. *Selecting and Inducting Employees*. New York, Harper, 1951.

A handbook for executives in factories, stores and offices who are responsible for the selection of new employees.

The Handbook of Industrial Relations. Edited by JOHN C. ASPLEY and EUGENE WHITMORE. 3rd ed. Chicago, Dartnell, 1948.

A reference book which assembles the tested methods, experience, and practices of companies that have built sound relations with their employees.

National Industrial Conference Board Studies in Personnel Policy, No. 119, 1951, *Employee Education*.

A survey of existing educational activities and a manual for planning and operating programs for employee education.

Business Week p. 34, Feb. 23, '52. "If He's Idle; Educate Him; Carboly's Formula."

"When a union strikes a company, it often allows . . . some of the office and supervisory help to stay at work." General Electric Company's Carboly Department at Detroit gave all kinds of courses, tours, films, and explanations of the plant for their workers, which resulted in increased efficiency and understanding of the company.

Colliers 129:32, Ap. 5, '52. "Young Man of Steel." N. Mockridge.

How one man captured the imagination and good will of creditors, administrators, and employees and turned a debt-ridden steel mill into an asset through teamwork.

Coronet 31:51-3, Nov., '51. "How to Enjoy Your Job." N. CARLISLE.

"You can find real satisfaction in your work by following these common-sense rules."

Fortune p. 126-27, May, '52. "How to Be an Employee." P. F. DRUCKER.

What basic skills are needed, what decisions concerning one's qualities and qualifications must be made, what type of organization is preferred, what are the promotional opportunities, to what kind of life outside of work does a job lead.

Monthly Labor Review 73:432-4, Oct., '51. "Studies of Human Relations in the Labor-Management Field." J. N. THURBER.

Symposiums, discussions, lectures, leadership training programs, and studies are being used to bring about more satisfying human relations between employer and employee.

Monthly Labor Review 74:418-20, Ap. '52. "Industry Techniques for Employee Education."

Four types of programs used by industry for employee education, all of which leave the final choice with the employee as to whether to participate or not.

Nation's Business 39:37-8, My., '51. "It Had Better Be Your Job." J. W. VANDEN.

Tips on how to train new employees to be happy, efficient workers who understand their company and their jobs.

Occupations 30:136, Nov., '51. "Youngster Attitudes on Employment Parallel Adults."

The result of a survey of attitudes toward future work of 547 high school students.

Saturday Evening Post 224:25, Ap. 5, '52. "I'm a Boss, and What's Wrong with That." W. A. PURTELL.

A manufacturer found that as a political candidate he was considered poison although in his small plant of 300, he had good employer-employee relationships. He concluded most employers did not maintain good communications with their workers and that many manufacturers were too conservative and let the politicians take the lead.

Saturday Evening Post 224:28-9, Ap. 5, '52. "Richest Mill Hands in the Country." W. L. WORDEN.

What cooperative buying and working of mills has meant to workers in the plywood industry on the west coast of Canada and the United States.

Time 59:96-7, Ap. 14, '52. "Human Relations in Industry."

A history of the new art of human relations which is bringing about a revolution in employer-employee relationships.

U. S. Dept. of Labor. Employment Service. *Are You Hiring the Right Workers for Your Jobs?* Washington, D. C., U.S. Government Printing Office, 1947.

Briefly outlines suggestions to be used in hiring workers so that they will fit their jobs and be satisfied.

U. S. Labor Dept. Employment Security Bureau. *Finding Facts About Workers and Jobs* (1942).

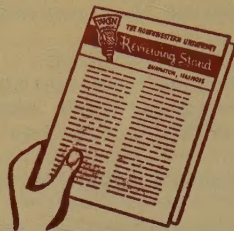
"A statement of aims and conclusions by the technical board of the occupational research program of the United States employment service."

U. S. Dept. of Labor. Employment Service. *Good Morale Raises Production*. Washington, D.C., U. S. Government Printing Office, 1947.

A pamphlet dealing with points that make for good morale between employer and employee.

Vital Speeches 18:176-8, Ja. 1, '52. "Participation: America's Real Secret Weapon." W. H. JOYCE, JR.

The Assistant Administrator for Production in the Economic Cooperation Administration finds teamwork and participation from top to bottom the secret of America's industrial success.



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of the

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